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ABSTRACT

Intended for school librarians, the guide describes a 9-week course of study in library reference skills for junior high academically talented students. The course description is presented in a thematic day-by-day and week-by-week format designed for one-to-one and small group instruction. Lesson plans include information on time requirements, theme, and daily activities. The following nine themes are addressed: (1) the cardcatalog; (2) indexes and abstracts; (3) indexing and abstracting; (4) dictionaries, maps, atlases, and encyclopedias; (5) directories and almanacs; (6) handbooks and statistical sources; (7) biographies; (8) humanities and the arts; and (9) social sciences and natural sciences. Each unit also contains a list of suggested references, and a concluding bibliography consists of 30 citations to journal articles for the instructor/librarian.

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" A LIBRARIAN'S GUIDE FOR TEACHING A NINE-WEEKS' UNIT ON BASIC REFERENCE AND BIBLIOGRAPHIC SKILLS TO ACADEMICALLY TALENTED JUNIOR HIGH SCHOOL STUDENTS"

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PREFACE

The following guide is designed for use by the school librarian and for the librarian who is setting up a new program in his school.

Junior high school academically talented classes are normally small in size and an assumption is made that much one-to-one and small group instruction can be used for this unit.

Although these students are often precocious, they are still adolescents with limited attention spans. The librarian should thus keep the lectures short and use stimulating subjects (e. g. hijacking, drugs, rituals, etc.).

The guide has a thematic day-by-day and week-by-week format. Materials are suggested. However, the librarian using the guide should make whatever substitutions are desired. Subject areas are broad in nature.

The authors feel this guide should stimulate, enrich and challenge the academically talented junior high school student who needs to develop independent study skills.

LESSON PLANS

JUNIOR HIGH ACADEMICALLY TALENTED LIBRARY/REFERENCE SKILLS' PROGRAM

TIME: 50 MINUTES PER DAY
WEEK 1-SEPTEMBER 9-13, 1985
THEME: THE CARD CATALOG

Day 1, Monday, September 9:

1. Discuss the purpose and value of a card catalog (overview).
2. Go through a card catalog, discussing Dewey Decimal and Library of Congress classifications.
3. Describe and illustrate basic filing rules to locate materials.

Day 2, Tuesday, September 10:

1. Discuss and illustrate an author catalog.
2. Give students 5 exercises on author catalog cards, covering: call number and title, publisher, illustrations, copyright, number of pages, annotations, and filing rules.

Day 3, Wednesday, September 11:

1. Discuss and illustrate a title catalog.
2. Give students 5 exercises on title catalog cards, covering: call number and author, publisher, illustrations, copyright, number of pages, annotations, and filing rules.

Day 4, Thursday, September 12:

1. Discuss and illustrate a subject catalog.
2. Give students 5 exercises on subject catalog cards, covering: call number, author, title, publisher, illistrations, copyright, number of pages, annotations, and filing rules.

Day 5, Friday, September 13:

1. Cover use of outside tray guides, cross references, and inside tray guides.
2. Review author, title, and subject card catalogs.
3. Give a 15-question quiz on the card catalog.

WEEKLY EMPHASIS GUIDE, WITH SUGGESTED REFERENCES
WEEK 1 - SEPTEMBER 9-13, 1985
THEME: CARD CATALOG

1. Give a lecture on the card catalog, covering; a short history of the card catalog, what a card catalog is, and its importance to the librarian and the user.
2. Compare a dictionary catalog with author, title and subject catalogs.
3. Cover (from the year 1950-on) COMCAT, microform and computer on-line catalogs.
4. Lecture on types of bibliographies, formats for preparing bibliographies, using style manuals (Campbell's, Lester, MLA) and footnoting procedures.

LESSON PLANS

JUNIOR HIGH ACADEMICALLY TALENTED LIBRARY/REFERENCE SKILLS' PROGRAM

TIME: 50 MINUTES PER DAY
WEEK 2- SEPTEMBER 16-20, 1985
THEME: INDEXES AND ABSTRACTS

Day 6, Monday, September 16:

1. Give back quiz on card catalog and review the quiz.
2. Discuss indexes.
3. Go over 5 examples of indexes.

Day 7, Tuesday, September 17:

1. Students will pick a subject heading (or librarian will assign these).
2. Students will go through 5 indexes from day before (5 citations for each of them- 1 subject or 2 subjects).
3. Students will then write out citations and will turn these in.

Day 8, Wednesday, September 18:

1. Discuss abstracts.
2. Go over 5 examples of abstracts.

Day 9, Thursday, September 19:

1. Students will pick subject headings (or librarian will assign these).
2. Students will go through 5 abstracts from day before (5 citations for each of them- 1 subject or 2 subjects).
3. Students will then write out citations and will turn these in ... just as they did with indexes.

Day 10, Friday, September 20:

1. Assign subjects to students.
2. Have students locate 5 articles on abstracts discussed the day before.

LESSON PLAN

JUNIOR HIGH ACADEMICALLY TALENTED LIBRARY/REFERENCE SKILL'S PROGRAM
TIME: 50MINUTES PER DAY
WEEK 3 - SEPTEMBER 23-27, 1985
THEME: INDEXING AND ABSTRACTING

Day 11, Monday, September 23:

1. Review indexes and abstracts.
2. Make 3 subject headings from assigned articles given each student from Newsweek, U. S. News and World Report, Time (have students do this).

Day 12, Tuesday, September 24:

1. Have students compile an index with subject headings and cross-references.
2. Use new terms and illustrate cross-references.

Day 13, Wednesday, September 25:

1. Talk about encyclopedias (types-general, subject: art, film, etc.) and how they differ.
2. Go over how to use encyclopedias (index, atlas, etc.). Even though encyclopedias are set up alphabetically, the index will get into related subjects.
3. Discuss quality of encyclopedias (covering signed articles, etc.).

Day 14, Thursday, September 26:

1. Review format of encyclopedias.
2. Review subject encyclopedias.
3. Write 1 abstract to an article read (have students do this).

Day 15, Friday, September 27:

1. Have students share their abstracts written in class the day before.
2. Assign a second, short abstract to be written in the remaining class time (if necessary, this could be finished over the weekend).

WEEKLY EMPHASIS GUIDE, WITH SUGGESTED REFERENCES
WEEKS 2 AND 3- SEPTEMBER 16-20. 1985 AND SEPTEMBER 23-27, 1985
THEME: INDEXES AND ABSTRACTS

1. Cover using abbreviated Reader's Guide to Periodical Literature.
2. Describe what indexing is and what abstracting is. Give examples of each and tell what the differences are between them.
3. Lecture on magazines in indexes, giving the different types. Stress the differences between general indexes and subject indexes. Note the scope of indexes and show that duplication exists with magazine indexes. Show that some indexes may not be cover-to-cover ones, and that one may have to go to the front of the index to find information that is desired.
4. Describe the different types of indexes and what they'll do for you:
   A. General Periodicals-Reader's Guide to Periodical Literature, Popular Periodical Index, ACCESS
   B. Single Periodicals- General Science Index, National Geographic Index
   C. Series Periodicals - Time-Life Series
   D. Materials in Collections- Grainger's Index to Poetry
   E. Newspaper Indexes- New York Times Index, Newsbank
5. Lecture on what some of the major abstracting services are and what they'll do for you (giving you book reviews and notes, etc.).

LESSON PLANS

JUNIOR HIGH ACADEMICALLY TALENTED LIBRARY/REFERENCE SKILLS' PROGRAM

TIME: 50 MINUTES PER DAY
WEEK 4 - SEPTEMBER 30 - OCTOBER 4, 1985
THEME: DICTIONARIES, MAPS, AND ATLASES AND ENCYCLOPEDIAS

Day 16, Monday, September 30:

1. Discuss what dictionaries do.
2. Review types of dictionaries (English language dictionaries, foreign language dictionaries, colloquial dictionaries, etc.).
3. Review differences between abridged and unabridged dictionaries. Give examples of these.

Day 17, Tuesday, October 1:

1. Give an exercise on using dictionaries, having each student look up 10 different words and the background of these words.
2. Have students discuss some words they examined.

Day 18, Wednesday, October 2:

1. Cover different types of atlases and the term, "gazetteer."
2. Show students examples of finding "new" countries in Africa on a map.

Day 19, Thursday, October 3:

1. Cover different types of maps: geological, population, commodities, weather, etc.
2. Give students 5 questions (exercise) on finding places in atlases. Include questions on using different kinds of maps.

Day 20, Friday, October 4:

1. Give students additional exercises on using maps and atlases.
2. Review and discuss all exercises covered on maps and atlases.

WEEKLY EMPHASIS GUIDE, WITH SUGGESTED REFERENCES
WEEK 4- SEPTEMBER 30 - OCTOBER 4, 1985
THEME: DICTIONARIES, MAPS, ATLASES AND ENCYCLOPEDIAS

1. Give lecture on using encyclopedias.
2. Give a short history of encyclopedias.
3. Define the terms, "encyclopedia" and "cyclopedia."
4. Show how general encyclopedias differ from subject encyclopedias.
5. Cover the value of having articles signed in encyclopedias.
6. Give a lecture on how to run an entry in a dictionary, once one is found.
7. Cover the different types of dictionaries, including foreign language dictionaries.
8. Discuss obsolescence of dictionaries.
9. Cover derivation and usage of words, going into first and second meanings of them.
10. Give a general outline for atlases, and cover the different types of atlases (historical atlases, etc.).
11. Go over the importance of atlases and especially cover the importance of using current maps.
12. Discuss what a gazetteer is and give an example from one.

Suggested References:

1. Goode's World Atlas
2. Dictionary of Altitudes in the U. S.
3. Shepherd's Historical Atlas
4. Rand McNally Commercial Atlas and Marketing Guide Annual
5. Standard Encyclopedia of the World's Oceans and Islands
6. Oxford English Dictionary
7. Encyclopedia Americana
8. General Encyclopedias in Print: A Comparative Analysis
9. The World Book Encyclopedia
10. Webster's New International Diccionary of the English Language
11. A Dictionary of Contemporary American Usage
12. Cassell's German-English Dictionary
13. The Columbia Lippincott Gazzetteer of the World
14. Roget's International Thesaurus
15. Dictionary of American English on Historical Principles

LESSON PLANS

JUNIOR HIGH ACADEMICALLY TALENTED LIBRARY/REFERENCE SKILLS' PROGRAM

TIME: 50 MINUTES PER DAY
WEEK 5- OCTOBER 7-11, 1985
THEME: DIRECTORIES AND ALMANACS

Day 21, Monday, October 7:

1. Discuss sources of directories, with emphasis on how to use telephone directory.
2. On worksheets, have students look up 10 different personal needs of individuals that are found in the yellow pages of telephone directories.
3. Have students share their findings and discuss yellow pages of phone directories.

Day 22, Tuesday, October 8:

1. Discuss school directories and yearbooks.
2. Have students locate addresses and telephone numbers of faculty members from school directories' sources.
3. Have students discuss other possible sources for school information, and interact with them on this.

Day 23, Wednesday, October 9:

1. Discuss sources for locating information on businesses.
2. Have students locate addresses of 10 businesses from directories covered and from this have the students tell from what they've located just what these 10 businesses do.

Day 24, Thursday, October 10:

1. Discuss almanacs and what information can be found in them.
2. Have students select flags from almanacs that can be used as art projects. In addition to these art projects, have the students give backgrounds on the flags they had selected.

Day 25, Friday, October 11:

1. Divide class in half. Using almanacs, have each group make up trivia questions (citing sources for their answers). The opposite group will answer these trivia questions.

WEEKLY EMPHASIS GUIDE, WITH SUGGESTED REFERENCES
WEEK 5 - OCTOBER 7-11, 1985
THEME: DIRECTORIES AND ALMANACS

1. Describe what a directory is.
2. Describe different types of directories, giving examples of each (telephone directory,etc.).
3. Show that telephone directories can be used not only by alphabetizing by nane, but can be used by subject, too (by streets, etc.).
4. Cover information on private companies and private organizations - using directories for these.
5. Talk about almanacs and what they'll do. Especially emphasize using the World Almanac and the Farmer's Almanac.

Suggested References:

1. Business Periodical Index
2. Dun and Bradstreet
3. Moody's
4. Wall Street Journal Index
5. Standard and Poor's
6. Ayers and Son's Directory of Newspapers and Periodicals
7. Encyclopedia of Associations
8. Standard Periodical Directory
9. Ulrich's Periodical Directory
10. Museum Directory of the United States and Canada
11. Foundation Directory
12. The World Almanac
13. Farmer's Almanac
14. Yearbook of International Organizations
15. Scientific and Technical Societies of the United States and Canada

LESSON PLANS

JUNIOR HIGH ACADEMICALLY TALENTED LIBRARY/REFERENCE SKILLS' PROGRAM

TIME: 50 MINUTES PER [illegible]
WEEK 6 - OCTOBER 15-18, 1985
THEME: HANDBOOKS AND STATISTICAL SOURCES

Monday, October 14 (Holiday, Columbus Day)

Day 26, Tuesday, October 15:

1. Discuss sources for finding statistical data.
2. On worksheets, have students find citations to 10 populations of cities/states/countries and import/export figures for countries.
3. Review coverage on these worksheets.

Day 27, Wednesday, October 16:

1. Discuss sources for finding data on newspapers and periodicals.
2. On worksheets, have students find citations to circulation figures on 10 newspapers and periodicals.
3. Review and discuss the worksheets.

Day 28, Thursday, October 17:

1. Discuss junior handbooks on automobiles, science, stamps, coins, mechanics, gardening, etc., and their value to junior high school students.
2. Have students pick a topic from one of the junior handbooks, and let them orally give directions of application on selected topics.

Day 29, Friday, October 18:

1. Using statistical data, make 2 graphs (bar graphs) applying the data (students will do this).
2. Have students present their graphs and display these in the library.

WEEKLY EMPHASIS GUIDE, WITH SUGGESTED REFERENCES
WEEK 6 -OCTOBER 15-18, 1985
THEME: HANDBOOKS AND STATISTICAL SOURCES

1. Talk about how students must always mention the sources from which they find their statistical data.
2. Show students the datedness of using statistics from sources such as the Reader's Guide and the various encyclopedias.
3. Show students how to gain historical data from encyclopedias, indexes to old newspapers (use New York Times Index and Times London Index to gain two different viewpoints to the American Civil War) and indexes to old magazines (Ladies Home Journal), and how the Oxford Companion series can also gain historical information to such needs (Oxford Companion to American Literature, etc.).

Suggested References:

1. Commodity Yearbook
2. The World Almanac
3. World Book Encyclopedia
4. Collier's Encyclopedia
5. Encyclopedia Americana
6. Economic Almanac
7. Book of the States
8. Europa Year Book
9. America Votes
10. The Encyclopedia of Sports
11. Oxford Companion to American Literature
12. The Oxford Companion to Music
13. Oxford Companion to the Theatre
14. The Reader's Guide
15. Congressional Staff Directory

LESSON PLANS

JUNIOR HIGH ACADEMICALLY TALENTED LIBRARY/REFERENCE SKILLS' PROGRAM

TIME: 50 MINUTES PER DAY
WEEK 7 - OCTOBER 21-25, 1985
THEME: BIOGRAPHIES

Day 30, Monday, October 21:

1. Discuss sources of locating biographies of living Americans.
2. Have students locate 5 biographies of living Americans. Have them share these with the class.

Day 31, Tuesday, October 22:

1. Discuss sources of locating biographies of deceased Americans.
2. Have students locate 5 biographies of deceased Americans. Have them share these with the class.

Day 32, Wednesday, October 23:

1. Discuss sources of locating biographies of living persons who are not Americans.
2. Have students locate 5 biographies of living non-Americans and have them play guessing games with other students on these.

Day 33, Thursday, October 24:

1. Discuss sources of locating biographies of deceased persons who are not Americans.
2. Have students locate 5 biographies of deceased non-Americans and have them play guessing games with other students on these.

Day 34, Friday, October 25:

1. Discuss sources of locating biographies of famous women and "minority group" members (Blacks, etc.).
2. Have students locate 5 biographies of famous women and "minority group" members (Blacks, etc.) and have them create a game with their findings.

WEEKLY EMPHASIS GUIDE, WITH SUGGESTED REFERENCES
WEEK 7 - OCTOBER 21-25, 1985
THEME: BIOGRAPHIES

1. Give a general coverage of biographies and what they mean. Distinguish between living authors and dead authors, as most sources will list authors as living or dead (Who's Who - living, as opposed to Who Was Who- dead).
2. Confine using the card catalog to finding out about authors through the subject card catalog.
3. Describe the use of biographical indexes and how they list articles on famous people.
4. Cover classified lists in the best of biographical indexes.
5. Give examples of which biographies have pictures in them.
6. Give examples of which biographies have citations at the end.
7. Place special emphasis on Who's Who American collections by the Marquis Company of Chicago.

Suggested References:

1. Current Biography
2. Dictionary of American Biography
3. Dictionary of National Biography
4. New Century Cyclopedia of Names
5. International Who's Who
6. Who's Who in America
7. Who Was Who in America
8. Who's Who in the West
9. Who's Who
10. Webster's Biographical Dictionary
11. National Cyclopedia of American Biography
12. Who's Who in the Theatre
13. Who's Who of American Women
14. Directory of American Scholars
15. Chambers Biographical Dictionary

LESSON PLANS

JUNIOR HIGH ACADEMICALLY TALENTED LIBRARY/REFERENCE SKILLS' PROGRAM

TIME: 50 MINUTES PER DAY
WEEK 8 - OCTOBER 28-NOVEMBER 1, 1985
THEME: HUMANITIES AND THE ARTS

Day 35, Monday, October 28:

1. Discuss sources for locating paintings and painters.
2. On a worksheet, have students look up citations for 10 painters and paintings.
3. Review the worksheet assignment.

Day 36, Tuesday, October 29:

1. Discuss sources for locating architectural works and architects.
2. On a worksheet, have students look up citations for 10 architects and works of architecture.
3. Review the worksheet assignment.

Day 37, Wednesday, October 30:

1. Discuss sources for locating classical and contemporary musical works and their composers.
2. On a worksheet, have students look up citations for 5 classical music works/composers and 5 contemporary music works/composers.
3. Review the worksheet assignments.

Day 38, Thursday, October 31 (Holiday, Nevada Day)

Day 39, Friday, November 1:

1. Discuss sources for locating quotations from American and English literature.
2. Have students look up 2 quotes from American literature and 2 quotes from English literature.
3. Review the assignment on quotations.

WEEKLY EMPHASIS GUIDE, WITH SUGGESTED REFERENCES
WEEK 8- OCTOBER 28 - NOVEMBER 1, 1985
THEME: HUMANITIES AND THE ARTS

1. Describe the use of indexes for art and architecture.
2. Show how to use encyclopedias to find information on art, architecture, music, drama, literature and dancing.
3. Review general books on art, architecture, music, drama, literature and dancing.
4. Discuss use of dictionaries on the various fine arts.
5. Demonstrate (by use of Bartlett's, Evans' and Stevenson's how to look up quotations by authors and by subjects).
6. Cover Literature Master Plots on plays, novels, and short stories.
7. Cover critical articles on literature, using: Poetry Explicator, Short Story Explicator, The Contemporary Novel and The American Novel.

Suggested References:

1. Bartlett's Familiar Quotations
2. Everyman's Dictionary of Music
3. Stevenson's Home Book of Quotations, Classical and Modern
4. Oxford Classical Dictionary
5. The Oxford Companion to Music
6. Poetry Explicator
7. Oxford Companion to English Literature
8. International Cyclopedia of Music and Musicians
9. A Handbook to Literature (Thrall and Hibbard)
10. Harvard Dictionary of Music
11. Index to Reproductions of American Paintings
12. Concise Oxford Dictionary of Opera
13. Dictionary of Philosophy and Psychology (Baldwin)
14. Brewer's Dictionary of Phrase and Fable
15. Crowell's Handbook of Contemporary Drama

LESSON PLANS

JUNIOR HIGH ACADEMICALLY TALENTED LIBRARY/REFERENCE SKILLS' PROGRAM

TIME: 50 MINUTES PER DAY
WEEK 9- NOVEMBER 4-8, 1985
THEME: SOCIAL SCIENCES AND NATURAL SCIENCES

Day 39, Monday, November 4:

1. Discuss sources for locating citations to Greek, Roman, Norse and Oriental mythologies.
2. On worksheets, have students locate 10 citations on gods, goddesses, and mortal characters from Greek, Roman, Norse and Oriental mythologies.
3. Review coverage of this worksheet.

Day 40, Tuesday, November 5:

1. Discuss sources for locating information on places, persons and events in American history and world history.
2. On worksheets, have students locate a combination of 10 places, persons and events in American history and world history.
3. Review coverage of this worksheet.

Day 41, Wednesday, November 6:

1. Discuss sources for locating information on scientists ans scientific contributions/achievements.
2. On worksheets, have students locate citations on 10 scientists and scientific achievements.
3. Have students play guessing games on their findings.

Day 42, Thursday, November 7:

1. Discuss sources for locating information on American government and law.
2. On worksheets, have students locate citations to 10 questions on American government and law.
3. Review the findings of these worksheets

Day 43, Friday, November 8:

1. Discuss sources for locating information on witchcraft, demonology and the occult.
2. Have students look up 2 citations on witchcraft, demonology and the occult, and have them make up 1 short horror story that puts a hex on one another.

WEEKLY EMPHASIS GUIDE, WITH SUGGESTED REFERENCES
WEEK 9 - NOVEMBER 4-8, 1985
THEME: SOCIAL SCIENCES AND NATURAL SCIENCES

1. Demonstrate the Reader's Guide as an index to the social sciences, natural sciences and the humanities. Also, include demonstrations of the Social Science Index and the General Science Index (these are all Wilson Company indexes).
2. Show students how, through proper referencing, law and government will relate back to historu.
3. Show how the index volumes to encyclopedias are especially helpful in finding information on the social sciences and the natural sciences.
4. Describe the excellence of Van Nostrand's Scientific Encyclopedia for scientific terms.
5. With an emphasis on good dictionaries, show how many good sources of referencing both social sciences and natural sciences are available to students.
6. Relate mythology and the occult to each other, and demonstrate sources for this.
7. Note the Facts on File Series of handbooks that are now coming out on all subject areas.

Suggested References:

1. Facts on File Series
2. Van Nostrand's Scientific Encyclopedia
3. Taber's Cyclopedic Medical Dictionary
4. Mammals of the World (Walker et. al.)
5. A Dictionary of Geology
6. The Encyclopedia of the Biological Sciences
7. Dictionary of the Flowering Plants
8. Space Encyclopedia: A Guide to Astronomy
9. Larousse Encyclopedia of Mythology
10. The Encyclopedia of Witchcraft and Demonology
11. Encyclopedia of American History
12. Black's Law Dictionary
13. Dictionary of American Politics
14. Europa
15. Encyclopedia of the Social Sciences

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